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ABSTRACT

This learning module is one of a series that teaches the competencies of "Job Search Skills," part of the "Work Skills" package--a set of competency-based instructional materials written for low-level readers that prepares students with specific job search and job keeping skills. ("Work Skills" is part of the "Connections" package, which represents a synthesis of significant work on education and employment and presents a coordinated set of resources to assist school administrators, counselors, teachers, and employers in helping students in their school and work transitions.) The following tasks are covered in a series of operational units: using basic social skills (assuming positive behavior and exhibiting interest in others), being creative and willing to learn (identifying creative potential in oneself and others and seeking new ideas and ways of doing things), and taking pride in work (developing a sense of contribution about one's own work and being particular about finished products). Each operational unit contains some or all of the following: a competency statement, a task statement, a unit title, a performance objective, steps entailed in completing the performance objective, and one or more information sheets. (MN)

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Work Skills

Work Maturity Skills
Competency 2

Exhibit Positive Work Attitudes

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School and Work Transitions

Work Skills

Competency 2.0
Exhibit Positive Work Attitudes

A Module in the Work Maturity Skills Series

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Introduction

The Work Maturity Skills training program is designed to help you develop the skills you need to keep a job. These skills, which are called work maturity skills, are skills that relate to a worker's behavior on the job. They are as important as job skills. They enable workers to function in a job setting.

Why Do You Need Work Maturity Skills?
All workers interact with other people—their bosses and co-workers, their customers and suppliers, mail workers, telephone operators, and many others. Even people who work alone interact with at least one other person. Therefore, workers must know how to get along with others.

Work maturity skills have a lot to do with relationships with others. Think about your—

- appearance,
- ability to accept responsibility,
- character,
- method of communicating,
- work attitudes,
- ability to cooperate with others, and
- work habits.

All these factors affect interpersonal relationships.

Another part of work maturity is doing a good job. There are special attitudes, habits, and practices that enable people to do their work well . . . to be productive. Some of these are—

1

- being dependable,
- accepting new ways of doing things,
- maintaining confidentiality,
- being punctual,
- using good communication,
- managing responsibilities,
- completing tasks willingly and on time,
- operating equipment safely, and
- dealing with frustration.

All of these factors affect quality of work.

Do you know the main reason people lose their jobs? It is *not* because they lack job skills. It is because they cannot get along with others and do a good job. They lack work maturity skills.

Can you understand why people need skills in these areas? These skills affect how people see you . . . and feel about you. They affect how you do your job. They may determine whether or not you keep your job.

Once you learn these work maturity skills, you will be able to function in many kinds of jobs. That is true because these skills are transferable. That is, they can be transferred (taken) from one job to another. These are valuable skills to have in our changing society. They are skills that will keep you employable.

What Is So Special about the Work Maturity Skills Program?

The Work Maturity Skills training program follows a special course of instruction. It is called individualized competency-based instruction.

Individualized Competency-Based Instruction

That is a long title!

- *Individualized* means it is designed for you and your needs.
- *Competency-based instruction* means the instruction is based on (built around) competencies or sets of skills.

Individualized competency-based instruction is special. It allows you to work on skills you need . . . not the ones you already have. For example, do you arrive on time for classes? Meetings? Work? Yes? Then you do not have to develop this competency. You already have it. You can spend your time on competencies you need.

There is another advantage to an individualized program. You can progress at your own pace. You may find that some skills are easy for you. They will require little time to develop. Other skills may be especially difficult. Developing those skills will require more time. You can determine the time you spend on each skill. You can set the pace.

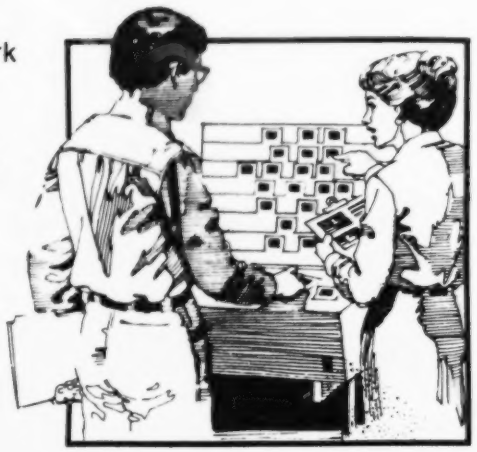
What Are the Competencies Required for Work Maturity?

Employers have identified seven main sets of skills or competencies they want their workers to have. These competencies are:

1.0 Present a Positive Image
2.0 Exhibit Positive Work Attitudes
3.0 Practice Good Work Habits
4.0 Practice Ethical Behavior
5.0 Communicate Effectively
6.0 Accept Responsibility
7.0 Cooperate with Others

How Is This Individualized Program Built around These Competencies?

Instructions for developing each of the seven work maturity competencies are in seven separate modules. This module contains instruction for Competency 2.0: Exhibit Positive Work Attitudes.



Look at the outline that follows. Find the competency statement. It is listed by whole number. Example:

2.0: Exhibit Positive Work Attitudes

2.0: Exhibit Positive Work Attitudes

2.01: Use Basic Social Skills

2.01A: Assume Positive Behavior

2.01B. Exhibit Interest in Others

2.02: Be Creative and Willing to Learn

2.02A: Identify Creative Potential in Yourself and Others

2.02B: Seek New Ideas and Ways of Doing Things

2.03: Take Pride in Your Work

2.03A: Develop a Sense of Contribution about Your Work.

2.03B: Be Particular about the Finished Product

Each competency is broken down into tasks. These tasks are *parts* of competencies. They are the tasks you must do to develop the competencies. The tasks are numbered with decimals. Example:

2.01: Use Basic Social Skills
2.02: Be Creative and Willing to Learn

Each task is broken down into operational units. Operational units are units of work. They are *parts* of tasks. The operational unit to each task is designated by letter. Example:

2.01A: Assume Positive Behavior
2.01B: Exhibit Interest in Others

Read through the outline. Get to know the content areas.

How Should I Begin?
First, learn how the module is organized. Turn to the first operational unit. Each operational unit is titled in this way:

Competency 2.0:	Exhibit Positive Work Attitudes
Task 2.01:	Use Basic Social Skills
Operational Unit 2.01A:	**Assume Positive Behavior**

Next is the performance objective. This objective is a statement. It describes—

- the conditions under which you begin your performance:

  Given an assessment sheet

- the job-related performance expected of you:

  you will be able to find out your behavior strengths and weaknesses and follow a plan to improve given behaviors

- and the standards of performance:

  to the satisfaction of the instructor

Next are the steps you will follow to do the unit of work. Example:

Step 1. Assess your behavior.

And following are the procedures you will follow to do the steps. Example:

a. Read the behaviors listed on Worksheet 2.01A.
b. Assess your behavior. Complete Part 1 of Worksheet 2.02A.

The information sheets for this module are included. Get worksheets and evaluation checklists from your instructor. Keep your completed worksheets and other pages. You will refer to them throughout the program.

After you complete all the procedures and steps, *stop*. This is the time you must decide if you are in doubt about any part of the unit. If so, you must seek help from your instructor and repeat the unit.

If you feel you have satisfactorily completed the unit, rate yourself on the evaluation checklist. (The evaluation checklist is at the end of the unit.) Then see your instructor. Give him or her your completed worksheet and the evaluation checklist. Your instructor will check your work and rate you on the checklist. Then you will begin another operational unit.

Now, read the evaluation checklists in the operational units. Can you perform any of the skills? If so, see your instructor.

Demonstrate the skill required. Ask the instructor to evaluate you. There is no need to work on competencies you already have.

Then, begin to work on a competency you need.

Good luck! Enjoy the Work Maturity Skills training program.

Task 2.01
Use Basic Social Skills

Competency 2.0:	Exhibit Positive Work Attitudes
Task 2.01:	Use Basic Social Skills
Operational Unit 2.01A:	**Assume Positive Behavior**
Performance Objective:	Given an assessment sheet, you will be able to find out your behavior strengths and weaknesses and follow a plan to improve given behaviors to the satisfaction of the instructor.

Step 1. Assess your behavior.

a. Read the behaviors listed on Worksheet 2.01A.
b. Assess your behavior. Complete Part 1 of Worksheet 2.01A.

Step 2. Ask other people to assess your behavior.

a. Ask a co-worker to assess your behavior. If you are not working, ask another student. (Direct the person to the Co-worker column in Part 2 of Worksheet 2.01A.)
b. Ask a supervisor to assess you. A parent, instructor, or employer is a supervisor. (Direct the person to the Supervisor column in Part 2 of Worksheet 2.01A.)

Step 3. Compare assessments.

a. Read the two parts of the worksheet.
b. Which words were checked three times or more? These are your strengths.
c. Find out your behavior weaknesses. What words received *no* checks from others?
d. Discuss the assessments with your instructor and classmates. Discuss why each person rated you in the ways listed.

e. List the ways you most need to change to get along with others.

Step 4. Determine the behavior you most need for job success.

a. Identify the job you have or the type of job you hope to have.
b. Circle on the worksheet the main behaviors required to work with others on the job. Ask the advice of your instructor. Or ask someone who hires people for the job.

Step 5. Plan how you can improve your behavior.

a. Look at the words you circled. Did the co-worker and supervisor check those words?
b. List the ways you most need to improve in order to work well with others.
c. Analyze a situation where you behaved poorly. Meet with several other students. Describe the situation. Discuss ways you could have changed your behavior.
d. Make a list of five things you can do to improve each behavior you circled.

Step 6. Practice positive behavior.

a. Follow the plan you made in Step 5.
b. List any situations when you did not live up to your plan.
c. Decide what other steps you can take to improve your behavior.
d. Discuss your progress daily with another student or with your instructor.
e. Rate your own behavior for one week.

Now . . .
Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your worksheet, lists, and evaluation checklist to the instructor. Your instructor will check your work, observe your behavior, rate you, and advise you if necessary.

After the instructor verifies each item on the checklist, begin another unit.

Competency 2.0:	Exhibit Positive Work Attitudes
Task 2.01:	Use Basic Social Skills
Operational Unit 2.01B:	**Exhibit Interest in Others**
Performance Objective:	Given a work situation, you will be able to list at least three ways to meet the needs of co-workers, supervisors, and customers to the satisfaction of the instructor.

Step 1. Find out the responsibilities of your co-workers.

a. Make a list of all people you work with during the work day. (If you are not employed, list the people you work with at home or in this training program.)
b. List each person's job title under his or her name.
c. List each person's three main tasks. List them next to the person's name and job title.

Step 2. Find out the responsibilities of your supervisor.

a. Write your supervisor's name and job title. (If you have no supervisor, write the name of your instructor or parent.)
b. Find out whom he or she supervises. List the names and job titles on a sheet of paper.
c. Find out your supervisor's main responsibilities. Write a paragraph describing them.

Step 3. Learn about the customers you serve.

a. List at least two types of customers you serve. (At home your "customers" may be those who live with you or near you.)
b. List at least three reasons customers need your services.

Step 4. Plan three ways to improve your relations with co-workers, supervisors, and customers.

a. List three ways to help your co-workers meet their responsibilities.
b. List three ways to help your supervisor meet his or her responsibilities.
c. List three ways you can help meet your customers' needs.

Step 5. Follow your plan. Do the things you listed in Step 4.

Now . . .
Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your lists and evaluation checklist to the instructor. Your instructor will check your lists, observe your behavior, rate you, and advise you if necessary.

After the instructor verifies each item on the checklist, begin the first unit for the next task in this module.

Task 2.02
Be Creative and Willing to Learn

Competency 2.0:	Exhibit Positive Work Attitudes
Task 2.02:	Be Creative and Willing to Learn
Operational Unit 2.02A:	**Identify Creative Potential in Yourself and Others**
Performance Objective:	Given an assignment, you will be able to identify creative contributions made by yourself and others to the satisfaction of the instructor.

Step 1. Engage in a creative activity.

a. Find two or three other students to work with you in this creative (inventive) activity.
b. In ten minutes, each of you should create several designs for a **No Smoking** poster. Time yourselves exactly.

Step 2. Identify the contributions of each person.

a. Share your poster ideas with each person.
b. Work together to design the final poster.
c. List any of your ideas that were used in the poster.
d. Identify ways in which the ideas of other students improved the poster.

Step 3. List the factors that hampered creativity.

a. Read the list of possible responses. They are listed on Worksheet 2.02A.
b. Check the responses that agree with your feelings.

Step 4. Plan ways to encourage creativity.

a. Read again the responses you checked on Worksheet 2.02A.

b. List one way to overcome each of the things that prevent you from thinking of and suggesting ideas.
c. List two things you can do to encourage others to be creative.

Now . . .
Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your worksheet and evaluation checklist to your instructor. Your instructor will check your work, observe your behavior, rate you, and advise you if necessary.

After the instructor verifies each item on the checklist, begin another unit.

Competency 2.0:	Exhibit Positive Work Attitudes
Task 2.02:	Be Creative and Willing to Learn
Operational Unit 2.02B:	**Seek New Ideas and Ways of Doing Things**
Performance Objective:	Given a certain process or product, you will be able to demonstrate new ideas and ways of doing things to the satisfaction of the instructor.

Step 1. Consider what you already know.

a. Think about some process or product you would like to improve. Can't you think of one? Then select one of the situations on Information Sheet 2.02B.
b. List on a separate sheet of paper the things you know about the process or product.

Step 2. Find some other ways to do things.

a. Find out what other people are doing. Ask several people who do the same kind of work.
b. Think of ways you could change things. You could—
   - make things larger or smaller,
   - move things to different places,
   - replace one thing with another, or
   - combine several things.
c. Make a list of ideas to consider.

Step 3. Brainstorm ideas with other people. Exchange your thoughts.

a. Get two or three other people to brainstorm with you.

b. Use imagination to think of ideas. Let your imagination go. No idea is too crazy to consider!
c. Present your ideas to each other. But do not criticize! Every idea is important to consider.
d. Write down as many ideas as you can. Work as quickly as possible.

Step 4. Seek new ideas.

a. Consider each person's ideas. Sometimes one person's idea may give another person a new idea.
b. Think about and discuss the possibility of using each idea.
c. Combine and improve ideas. Don't criticize!
d. Make a final plan. List ways to improve the process or product.

Now . . .
Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your lists and evaluation checklist to the instructor. Ask your instructor to check your lists, observe your behavior, rate you, and advise you if necessary.

After the instructor verifies each item on the checklist, begin the first unit for the next task in this module.

Information Sheet 2.02B

Situation 1: Process

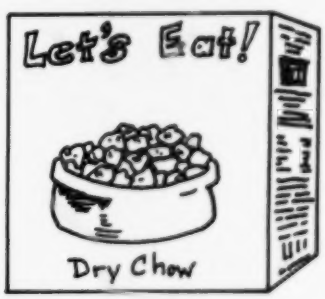
You are a secretary in a large office. One of your tasks is to deliver the mail to the workers on your floor. Each day the mail deliverer brings the mail to your floor. She puts it in the large box you placed near the elevator.

You do not always see her deliver the mail. But other people do. They look through the box to find their mail. Sometimes mail spills out of the box. Sometimes people take the wrong mail.

How can you make sure no mail gets lost? Or picked up by mistake? What changes can you make in the process described?

Situation 2: Product

You work for the Let's Eat dog food company. The dry dog food is packaged in a box. The outside of the box looks like this:



People are buying lots of dog food. However, they are *not* buying Let's Eat dog food.

Let's Eat dog food is great for small dogs. Its tiny chunks are easy for small dogs to chew. Large dogs do not like Let's Eat dog food.

How can you get more people to buy Let's Eat dog food?

Task 2.03
Take Pride in Your Work

Competency 2.0:	Exhibit Positive Work Attitudes
Task 2.03:	Take Pride in Your Work
Operational Unit 2.03A:	**Develop a Sense of Contribution about Your Work**
Performance Objective:	Given a job, you will be able to identify the importance of your work to the satisfaction of the instructor.

Step 1. Identify the scope of work you do.

a. Describe the work you do. Or describe the work you would like to do. Write a paragraph on Part 1 of Worksheet 2.03A.
b. List the responsibilities of a person who works in the job you described. Do this on Part 2 of Worksheet 2.03A.

Step 2. Identify the people who benefit from the work you do.

a. List the people who benefit directly from your work. For example, a nurse's work can benefit children. It can benefit old people, sick people, and handicapped people, too. Write the list on Part 3 of Worksheet 2.03A.
b. List people who benefit indirectly from your work. For example, a nurse's work also benefits families of people who need care. Write your list on Part 4 of Worksheet 2.03A.

Step 3. Identify ways your work benefits other people.

a. Discuss your work with several classmates. Discuss ways your work benefits you and other people.

b. List three ways your work benefits you. For example, a clothing salesperson knows current styles and colors. Write your list on Part 5 of Worksheet 2.03A.
c. List three ways your work benefits other people. For example, a clothing salesperson helps customers select styles that are flattering to them. Complete Part 6 of Worksheet 2.03A.

Now . . .
Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your worksheet and evaluation checklist to the instructor. Your instructor will check your answers, rate you, and advise you if necessary.

After the instructor verifies each item on the checklist, begin another unit.

Competency 2.0:	Exhibit Positive Work Attitudes
Task 2.03:	Take Pride in Your Work
Operational Unit 2.03B:	**Be Particular About the Finished Product**
Performance Objective:	Given a project, you will be able to complete the work accurately to the satisfaction of the instructor.

Step 1. Engage in a project.

a. Ask your instructor for a project you can do in the classroom. (The project should relate to the work you do or enjoy.)
b. Get the materials you need.
c. Begin work.

Step 2. Work carefully to avoid mistakes.

a. Pay attention to what you are doing as you work.
b. Avoid distractions—things that take your attention away from your work.

Step 3. Get advice from qualified people.

a. Ask your instructor to check your work.
b. Talk with people who do the same work in their jobs. Ask them for advice.

Step 4. Check your completed work.

a. Make sure your work is accurate.
b. Correct any mistakes.

Now . . .
Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then ask your instructor to observe your behavior, rate you, and advise you if necessary.

After the instructor verifies each item on the evaluation checklist, begin another competency module. Work until you have completed all seven modules.

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